

English I: Unit 01

Writing Appetizer

Purpose: Writing Appetizers serve to help students develop writing fluency and voice while generating ideas for future written pieces.

Time: 5-10 minutes

Description: The Writing Appetizer encourages students to generate ideas for future literary writing endeavors. Students will first learn the importance of developing a theme for a story based on stimulus and then learn how to develop a story based on themes. It is recommended that, within this time, students are given the opportunity to share their ideas with a partner or with the class. Having an audience is an important part of being a writer.

Preparation: Implementation of the Writing Appetizer is explicitly taught during early lessons in Unit 01. After Daily Lesson 03, "Writing Appetizers" are addressed in various Daily Lessons in Reading. In order to prepare, select a Writing Appetizer from this handout or create one using the blank template. It is important to follow a progression as outlined in the Writing Appetizer and model each step with writing and Think Alouds. Students should practice creating a theme based on stimuli, developing a conflict, and finally developing a character. These activities should take no more than ten minutes; the goal is to keep the pace snappy and fun. Allow students to use this time to experience the joy of creative writing.

Each day a Writing Appetizer is assigned, identify the expectation for the Writing Appetizer and instruct students to begin immediately upon entering. Students can complete the Writing Appetizer in the Writer's Notebook.

Writing Appetizer #1

Developing Theme and Conflict

Directions: Look at the photograph and read the quote. As a class, revise the quote until it is a meaningful theme that one would infer from a story. If the theme is true for you, write it at the top of a page in your Reader's Notebook. If it is not, revise it until it is, and then write it at the top of your page. Develop your theme by creating a conflict that captures your theme.

“A friend is one who knows you and loves you just the same.” Elbert Hubbard



Class Theme:

Versus

Conflict:

Writing Appetizer #2

Developing Theme and Conflict

Directions: Look at the photograph and read the quote. As a class, revise the quote until it is a meaningful theme that one would infer from a story. If the theme is true for you, write it at the top of a page in your Writer's Notebook. If it is not, revise it until it is, and then write it at the top of your page. Develop your theme by creating a conflict that captures your theme.

“But man is not made for defeat.” Ernest Hemingway



Theme:

Versus

Conflict:

Writing Appetizer #3

Developing Theme, Conflict, and Characterization

Directions: Look at the photograph and read the quote. As a class, revise the quote until it is a meaningful theme that one would infer from a story. If the theme is true for you, write it at the top of a page in your Writer's Notebook. If it is not, revise it until it is, and then write it at the top of your page. Develop your theme by creating a conflict that captures your theme. Then, develop a character that would experience the conflict.

“Imagination rules the world.” Napoleon Bonaparte



Theme:

Versus

Conflict:

Character:

Name	Age	Speech	Emotions and Thoughts	Effect on Others	Typical Actions	Appearance
List some adjectives		Formality, Accent, Speed, Tone	What is typical of this character?	How do others feel about character?	Actions typical of this character	

Writing Appetizer #4

Developing Theme, Conflict, and Characterization

Directions: Look at the photograph and read the quote. As a class, revise the quote until it is a meaningful theme that one would infer from a story. If the theme is true for you, write it at the top of a page in your Writer's Notebook. If it is not, revise it until it is, and then write it at the top of your page. Develop your theme by creating a conflict that captures your theme. Then, develop a character that would experience the conflict.

“What can you do to promote world peace? Go home and love your family.” Mother Teresa



Theme:

Versus

Conflict:

Character:

Name	Age	Speech <i>Formality, Accent,</i>	Emotions and Thoughts	Effect on Others	Typical Actions	Appearance
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*List some
adjectives*

Speed, Tone

*What is typical
of this
character?*

*How do others
feel about
character?*

*Actions
typical of
this
character*

Writing Appetizer #5

Developing Theme, Conflict, and Characterization

Directions: Read the thematic concept listed. As a class, develop a theme based on the thematic concept listed below. If the theme is true for you, write it at the top of a page in your Writer's Notebook. If it is not, revise it until it is, and then write it at the top of your page. Develop your theme by creating a conflict that captures your theme. Then, develop a character that would experience the conflict.

Youth

Class Theme:

Versus

Conflict:

Character:

Name	Age	Speech	Emotions and Thoughts	Effect on Others	Typical Actions	Appearance
<i>List some adjectives</i>		<i>Formality, Accent, Speed, Tone</i>	<i>What is typical of this character?</i>	<i>How do others feel about character?</i>	<i>Actions typical of this character</i>	

Writing Appetizer #6

Developing Theme, Conflict, and Characterization

Directions: Read the thematic concept listed. As a class, develop a theme based on the thematic concept. If the theme is true for you, write it at the top of a page in your Writer's Notebook. If it is not, revise it until it is, and then write it at the top of your page. Develop your theme by creating a conflict that captures your theme. Then, develop a character that would experience the conflict.

Nature

Class Theme:

Versus

Conflict:

Character:

Name	Age	Speech	Emotions and Thoughts	Effect on Others	Typical Actions	Appearance
<i>List some adjectives</i>		<i>Formality, Accent, Speed, Tone</i>	<i>What is typical of this character?</i>	<i>How do others feel about character?</i>	<i>Actions typical of this character</i>	

